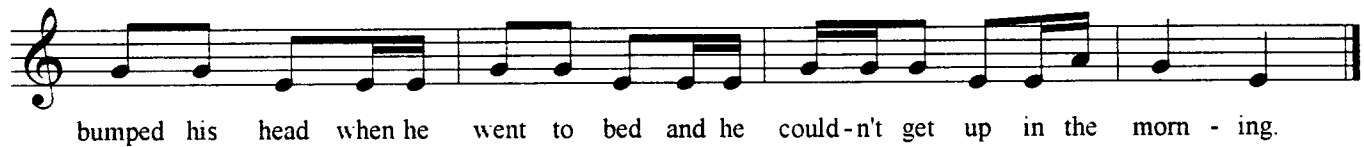
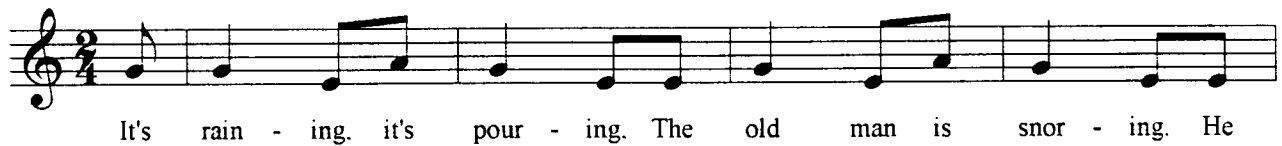


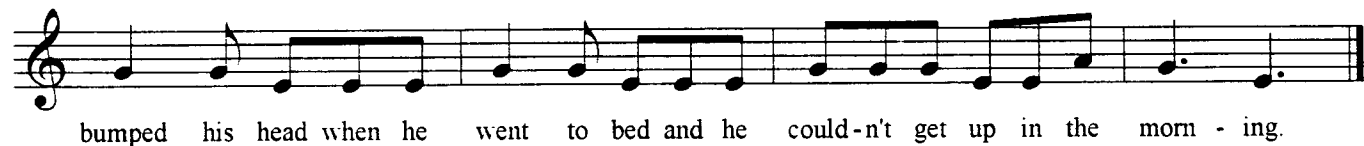
## Rain, Rain



## It's Raining, It's Pouring



## Or



## SINGING

Sing the songs in a range that allows the children to comfortably use their head (singing) voices as opposed to their chest (speaking) voices. Because of the songs' narrow range, most children will be able to sing them successfully at the pitches written if they use their head voice.

## PLAYING

Have students keep a steady beat on their knees, bouncing their hands lightly off of their knees each time they pat to simulate lifting the mallets immediately after striking the bars of a xylophone, glockenspiel or resonator bells. Then, while the class sings, have a few students at a time take turns playing a steady beat on instruments while the rest of the class continues to pat their knees. If using pitched instruments, the pitches C, E, and G harmonize this song well.

## CREATING

After singing *It's Raining, It's Pouring* with a few students keeping a steady beat on instruments allow the instrumentalists to freely improvise rainstorm sounds on their instruments while the rest of the class moves freely to the improvised music. Sing *Rain, Rain Go Away* to signal that it is time to end the improvisation and return to their starting positions.

## LISTENING

After selected improvisations (see CREATING section) ask students to describe what kind of rainstorm they felt was portrayed by the students who were playing the instruments.

## CURRICULUM INTEGRATION (Science—water)

Discuss how rain is water in a liquid state and clouds are water in a vapor state.